



# *The Road Map Project— A collective impact approach to building a college going culture*

**College Access Affinity Group Call  
March 20, 2015**



**The ROAD MAP PROJECT**  
Supported by CCER

# Who We Are

## **Mary Jean Ryan**

Executive Director

Community Center for Education Results

[mjryan@ccedresults.org](mailto:mjryan@ccedresults.org)

## **Kirsten Avery, “Avery”**

College & Career Success Director

Community Center for Education Results

[kavery@ccedresults.org](mailto:kavery@ccedresults.org)



# Agenda

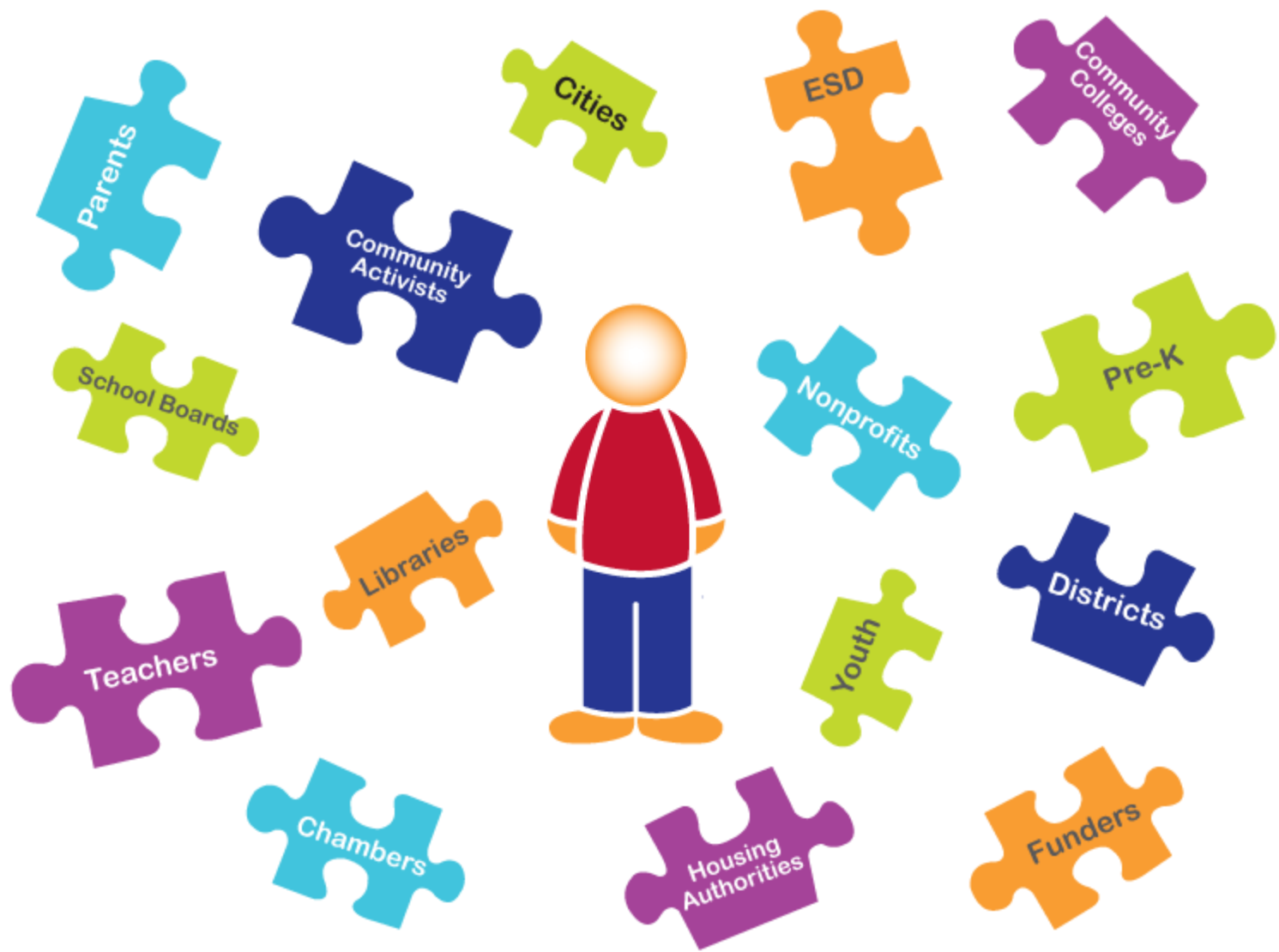
- Road Map Project Overview
- Early Wins and Collaborative Success
  - College Bound Scholarship Sign-ups
  - World Language Credit
  - Rigorous Coursetaking
  - Race to the Top
  - High School and Beyond Leadership Institute
  - Road Map to College
  - DiscoverU
  - Puget Sound Coalition
- Lessons Learned
- Questions



# Road Map Project—An Example of Collective Impact

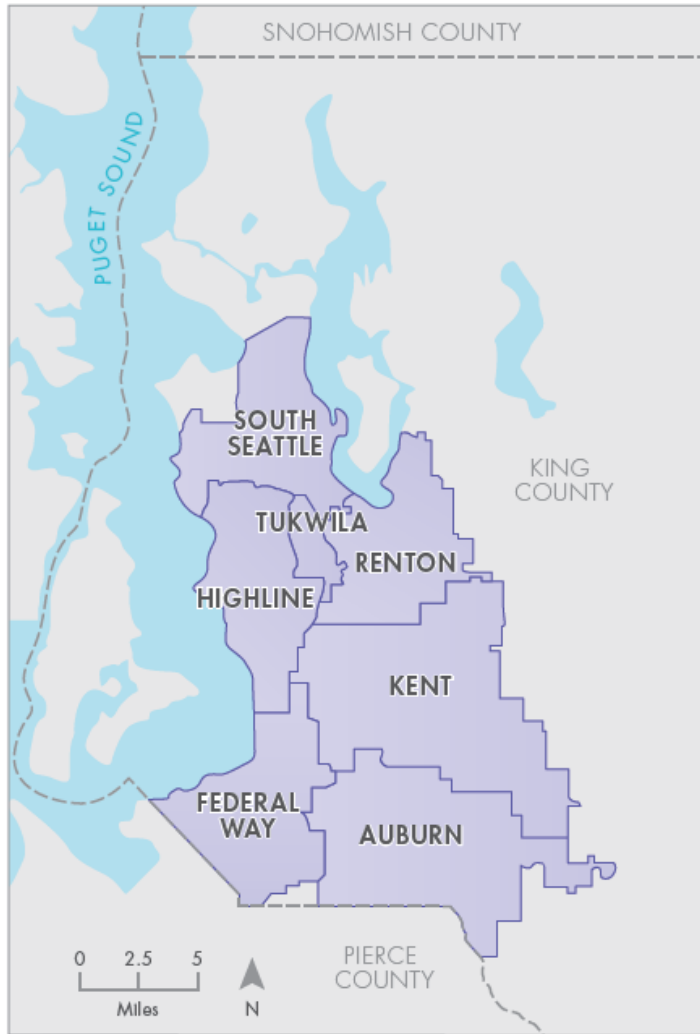
The Road Map Project is a collective impact initiative aimed at getting dramatic improvement in student achievement – cradle through college and career in South Seattle and South King County.







# The Road Map Project Region



120,492

Students in Road Map  
Project Region Schools

69%

Students of Color

59%

Low Income

19%

English Language  
Learners



WE'RE NUMBER ONE!

# SEATTLE RANKINGS

WE'RE NUMBER ONE

#1: City in U.S. to find a job  
*(Wallet Hub, 2015)*

#1: Fastest-growing big city in the U.S.  
*(U.S. Census Bureau)*

#1: Highest job growth for small  
businesses in the U.S.  
*(Paychex | IHS Small Business Jobs Index)*

#1: Most "cultural" city in the U.S with one  
cultural attraction for every 354 people  
*(Property Shark)*

#1: Nation's most sustainable city  
*(STAR Communities)*

#1: Most independent coffee  
shops per capita  
*(Redfin)*

SOURCE: Downtown Seattle Association

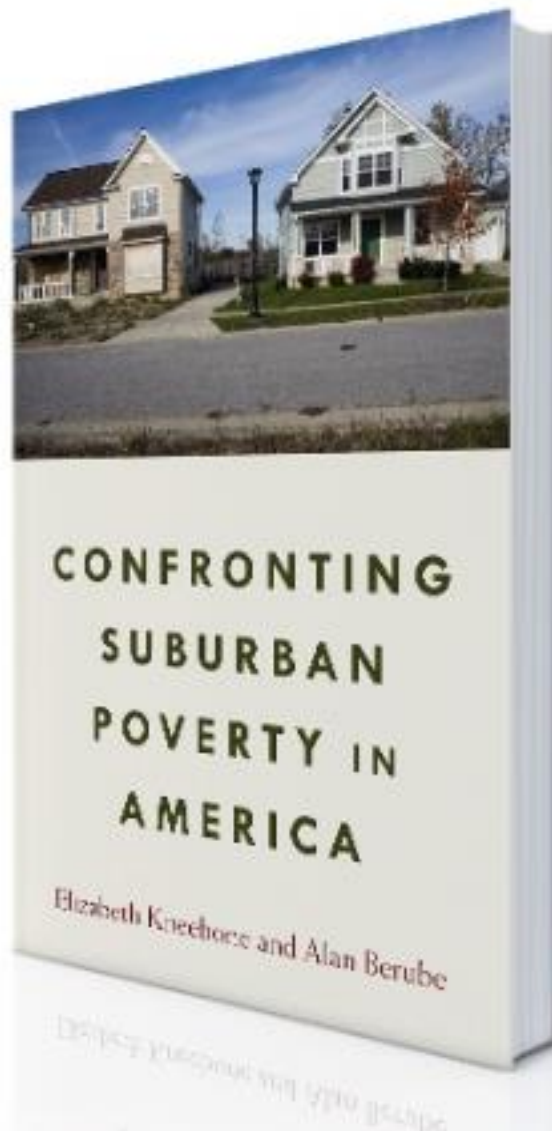
Since 2000, 95 percent of new households in King County have been either rich or poor. A mere 5 percent could be considered middle income.

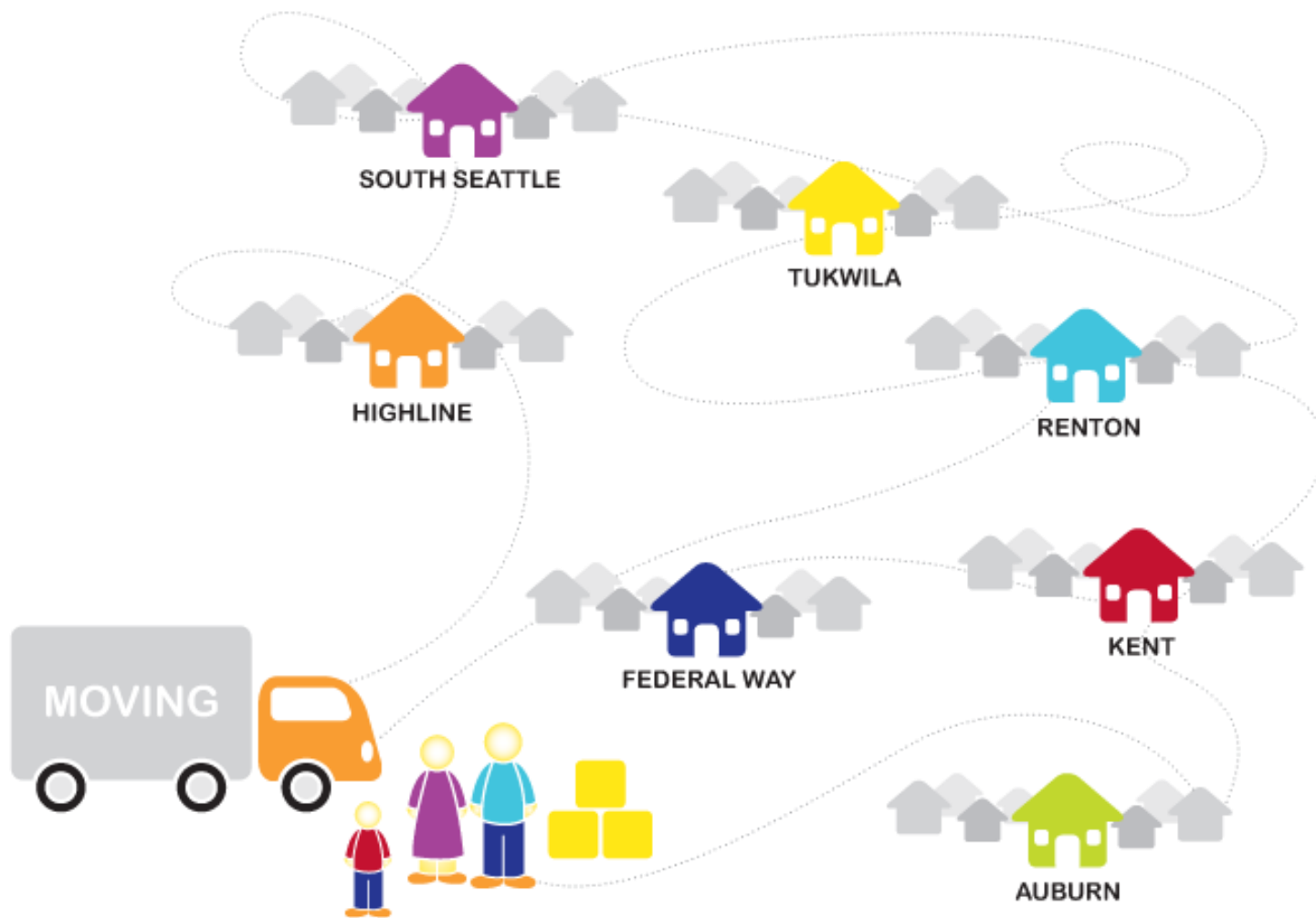
--Dow Constantine, King County Executive

SOURCE: Seattle Times, <http://www.seattletimes.com/seattle-news/data/mapping-king-countys-disappearing-middle-class/>









**Postsecondary  
attainment  
is very important—**

**67%**

This is the percentage of jobs  
in our state that will require  
postsecondary education by  
2018.

SOURCE: The Georgetown University  
Center on Education and the Workforce

**Road Map region  
Postsecondary  
attainment—**

**28%**

This percent of 9<sup>th</sup> graders  
completing a 2 or 4-year  
degree within 6 years of  
high school graduation.

SOURCE: OSPI and the National Student  
Clearinghouse. Analysis by: The BERC Group



What are the chances that a Washington student will be attending college by age 19?

**47<sup>th</sup>**

**In the nation**



# Road Map Project Goal

The Road Map Project goal is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. We are committed to nothing less than closing the unacceptable achievement gaps for low-income students and children of color and increasing achievement for all students from cradle to college and career.



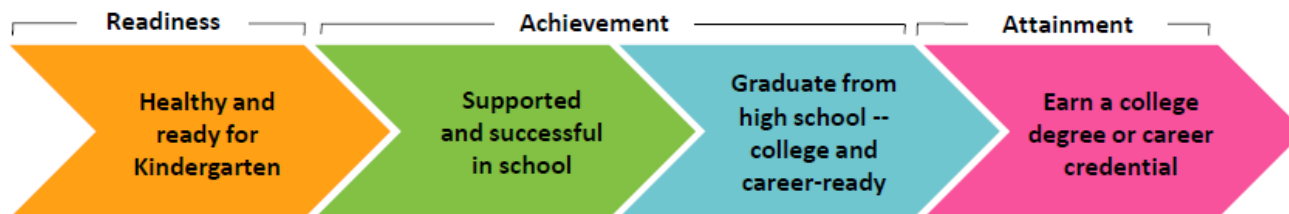
# The Road Map Project Team App



# Indicators of Student Success

## The Road Map for Education Results

Our goal is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. We are committed to nothing less than closing the unacceptable achievement gaps for low income students and children of color, and increasing achievement for all students from cradle to college and career.



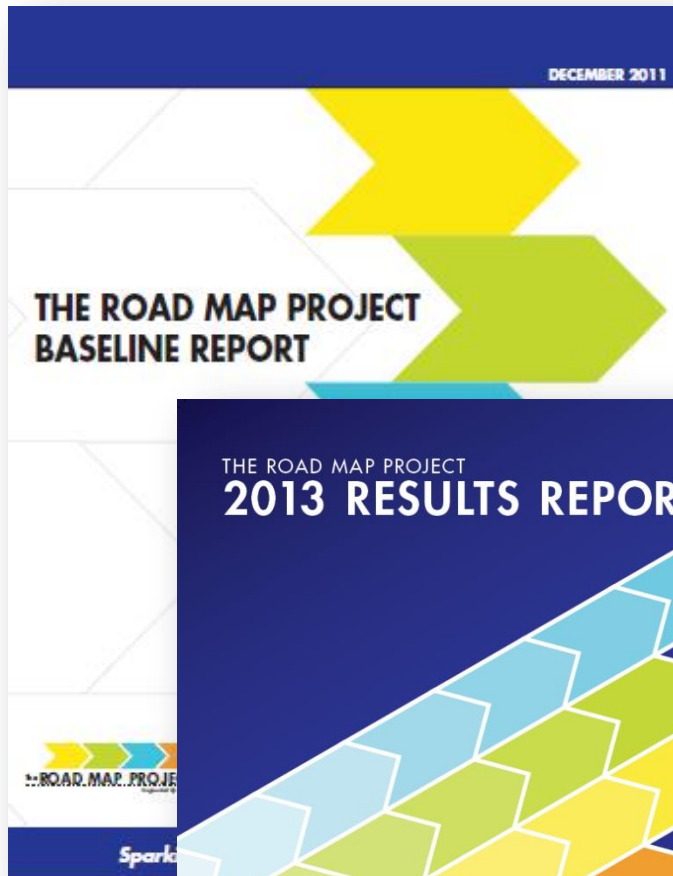
We will report on our progress using the following measures:<sup>1</sup>

- |  |   |   |  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• % children meeting kindergarten readiness standards <sup>2</sup></li> <li>• % children accessing comprehensive medical and dental care</li> <li>• % eligible children enrolled in evidence-based early learning programs</li> </ul> | <ul style="list-style-type: none"> <li>• % students proficient in 3<sup>rd</sup> grade reading</li> <li>• % students proficient in 4<sup>th</sup> grade math</li> <li>• % 9<sup>th</sup> graders who pass end of course algebra exam</li> <li>• % students motivated and engaged to succeed in school<sup>3</sup></li> <li>• % students who are not triggering all three Early Warning indicators<sup>4</sup></li> <li>• % of parents who believe a college degree is important and actively support their child's education</li> </ul> | <ul style="list-style-type: none"> <li>• % students graduating high school meeting proposed Washington State graduation requirements<sup>5</sup></li> <li>• % students who take SAT/ACT and/or take a community college placement test in high school</li> <li>• % high school graduates who take developmental education courses in college</li> </ul> | <ul style="list-style-type: none"> <li>• % students who earn a post-secondary credential by age 26</li> <li>• % students who enroll in postsecondary education</li> <li>• % students who persist year to year</li> </ul> |
|--|---|---|--|

<sup>1</sup>We will also track a full range of indicators and wherever possible we will disaggregate by race, ethnicity and income. <sup>2</sup>Measured by WaKIDS = Washington Kindergarten Inventory of Developing Skills; DIBELS = Dynamic Indicators of Basic Early Literacy. <sup>3</sup>Combination of data on internal motivation, engagement (behavior, emotional, cognitive), and academic grit from existing student climate surveys. <sup>4</sup>Triggering all three Early Warning Indicators would entail having ever had 5 absences in a school year, an F in a core course, and a suspension/expulsion. <sup>5</sup>As per WA State Board of Education proposal.



# Tracking Progress





# Action Plans

## ROAD MAP BIRTH TO THIRD GRADE ACTION PLAN FRAMEWORK

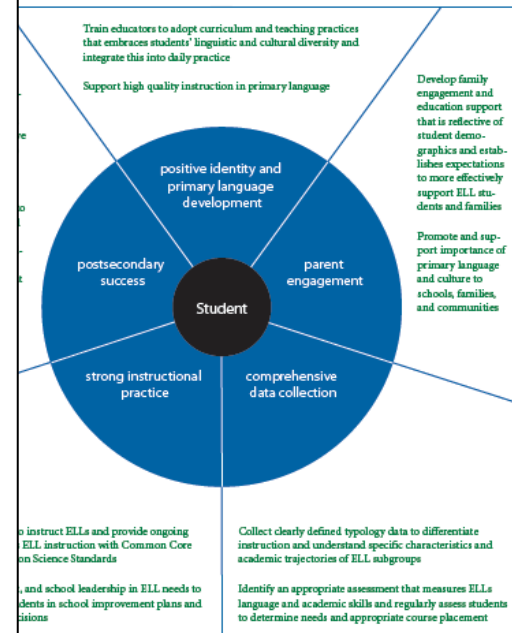
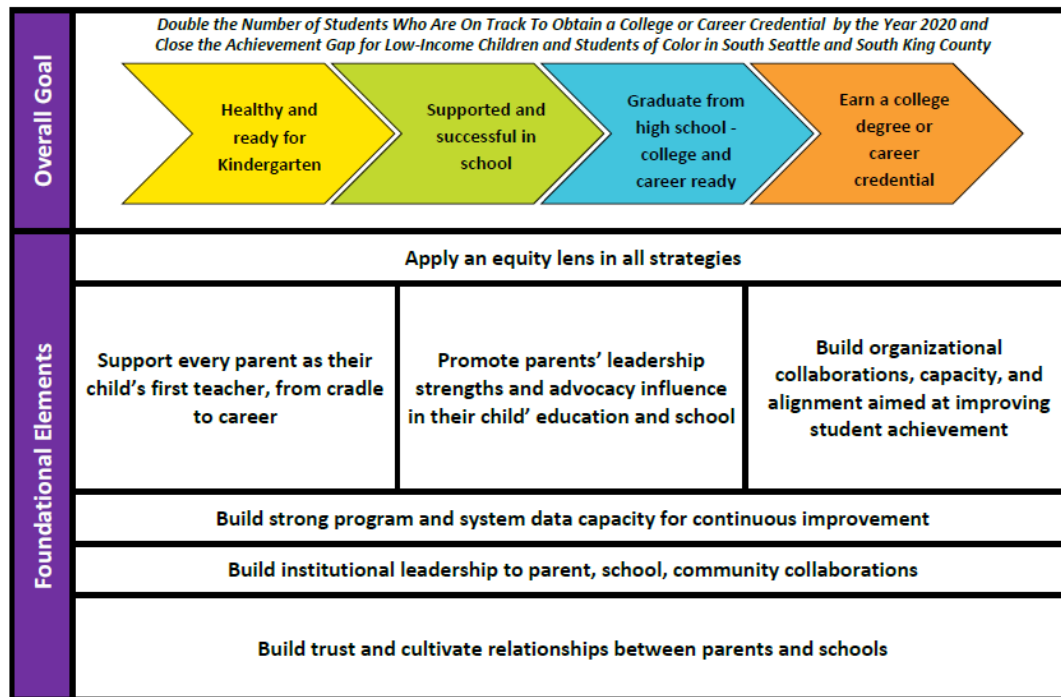
↑	OUTCOMES	2020 GOAL (pre-K indicator TBD, kindergarten readiness: TBD, 3rd grade r
		2017 interim targets (pre-K indicator TBD, kindergarten readiness: TBD, 3rd gr
		2014 interim targets (pre-K indicator TBD, kindergarten readiness: TBD, 3rd gr
↑	FACTORS	<ul style="list-style-type: none"> <li>% of children born with low birth weight (less than 5.5 pounds)</li> <li>% of eligible children enrolled in formal early learning programs</li> <li>Pre – K indicator TBD</li> <li>% of students meeting kindergarten readiness standards (TBD)</li> </ul>

## HIGH SCHOOL TO COLLEGE COMPLETION ACTION PLAN FRAMEWORK

### Road Map ELL Action Plan

We believe that linguistically and culturally diverse students and their families bring value and asset to our classrooms and communities. To ensure all students reach their full potential, current and former English language learners must be intentionally prioritized within our educational structure, with accountability tied to ELL student performance within all institutions.

## Parent & Family Engagement Framework



# High School to College Completion Work Group

## ORIGINAL CHARGE

Develop a strategic action plan to improve college readiness and postsecondary completion throughout the Road Map region.

## TIMELINE

- Spring 2011—Began meeting
- 2011-2012—Year spent developing action plan
  - Reviewing research and data
  - Drafting Strategies
  - Revising and editing
  - Vetting (180+ stakeholders)
- May 2012—Approved action plan



# 2012 High School to College Completion Action Plan

Keep students in school and help them graduate; help dropouts re-enter an education pathway	Academically prepare students to succeed in postsecondary	Support college access and success	Support student persistence and completion of a postsecondary degree or career credential
<ul style="list-style-type: none"> <li>• Use Early Warning ("on-track") Systems in middle school and high school to identify at-risk students and provide the necessary supports, in school and out of school</li> <li>★ Inform parents of (or provide them access to) Early Warning information on their students</li> <li>℞ ELL work group commissioning study on the predictiveness of EWIs for ELL students</li> <li>• Create a learning network among districts that addresses dropout reengagement, credit retrieval and options for students to accelerate their progress towards graduation (i.e. competency based credits)</li> <li>℞ Credit pathways for older ELL students</li> <li>℞ Adopt and implement the policy and procedure to support students in earning competency-based credits in world languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of students taking and succeeding in AP/IB/Cambridge classes, and work to ensure that enrollment in these programs is reflective of the overall student body</li> <li>• Provide a default college or career-ready course sequences for all College Bound Scholarship students (HEC Board minimums +1 college-level class), start in 8<sup>th</sup> grade when possible ☺</li> <li>★ Inform parents of student course-taking options/consequences prior to scheduling</li> <li>• Align high school math course content with community college standards</li> <li>• Increase the number of students taking algebra in the 8<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>• Create a College Access Network for South King County to coordinate learning networks, the College Bound Sign-up, FAFSA campaign, and other supports to students, families, school districts, community colleges and universities, before and after college enrollment ☺</li> <li>★ Outreach to parents/families is a primary component to all Access Network activities</li> <li>℞ Provide information and resources to undocumented students that presents their postsecondary options, funding opportunities, and helps them plan for life post-high school</li> <li>• Improve college awareness, advising, and preparation to help students navigate the college-going and career-exploration process, starting in middle school, both in and out of school ☺</li> <li>• Increase the number of students taking the PSAT or PLAN in 10<sup>th</sup> grade, and SAT/ACT in 11<sup>th</sup> or 12<sup>th</sup> grade, and provide advising to interpret results</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease the number of students entering developmental math. Approaches may include: <ol style="list-style-type: none"> <li>1. COMPASS test preparation</li> <li>2. Use multiple measures for student placement</li> <li>3. Align high school math course content with community college standards</li> <li>4. Multiple math pathways based on student degree needs (e.g. modular math)</li> <li>5. Use of formative math assessments to allow students to skip content they've already mastered</li> </ol> </li> <li>• Provide academic advising, labor market information, and navigation supports for recent high school graduates entering Road Map Region community colleges and universities to increase persistence and completion, and align each student's course-taking with their education/career goals ☺</li> </ul>

## Engage, inform and support parents & families

★ Star symbols in Action Plan denote additional focus on parents and families in strategy implementation

## Build system data capability for continuous improvement

- Create a community college data partnership to develop the capacity to track the progress of recent high school graduates and College Bound scholars, and to help community colleges improve key interventions (e.g. 13<sup>th</sup> Year) ☺
- Continue K-12 data partnership to track progress on Road Map indicators

## Build stronger institutional commitment to college-readiness and postsecondary completion

- Secure agreements with school board and community college and university trustees to "double the number" ☺
- Develop regional agreements between Road Map community colleges and districts that outline multiple measures accepted for placement into college-level coursework

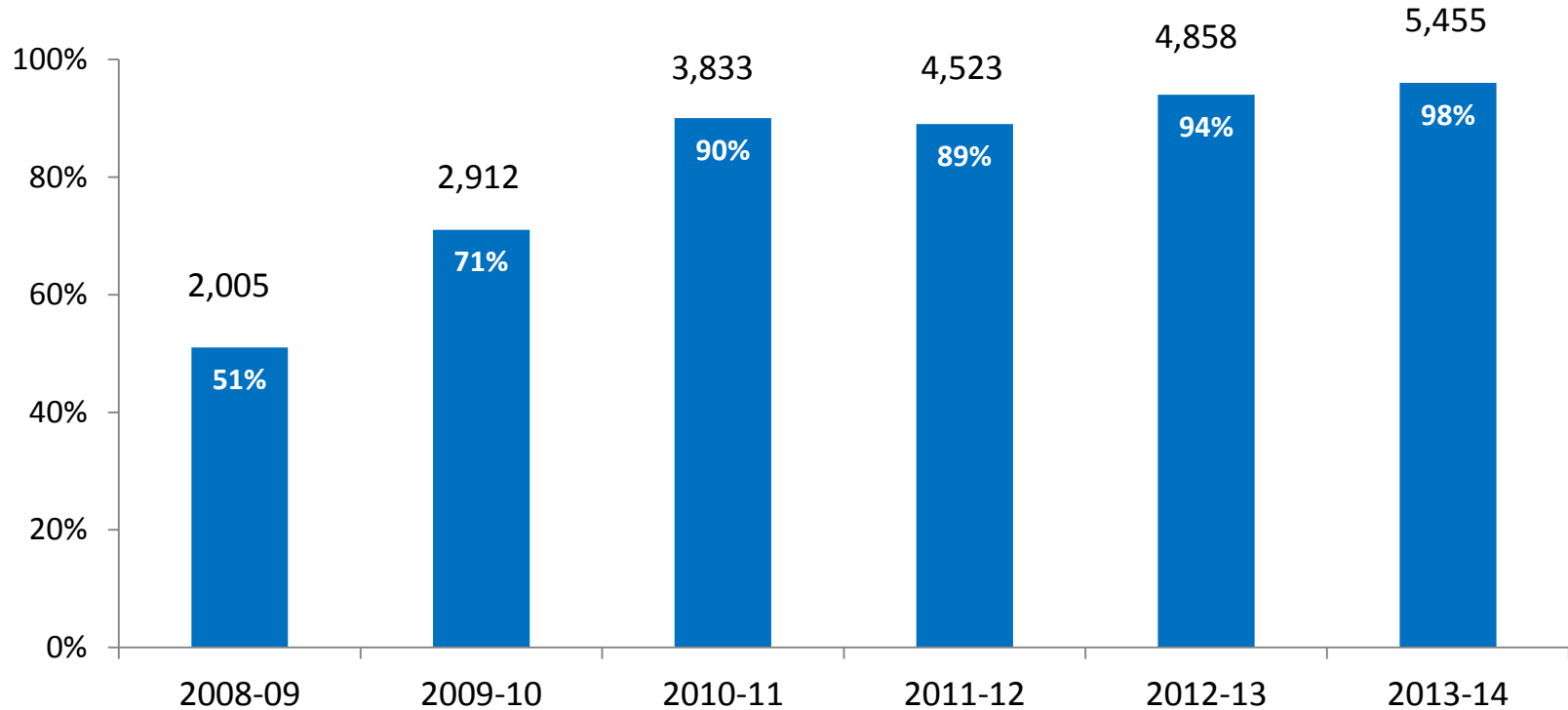
# Examples of Early Wins and Collaborative Success





# Completed College Bound Scholarship Applications In the Road Map Project Region

Number and Percentage of Eligible 8<sup>th</sup> Grade Students  
with a Completed Application

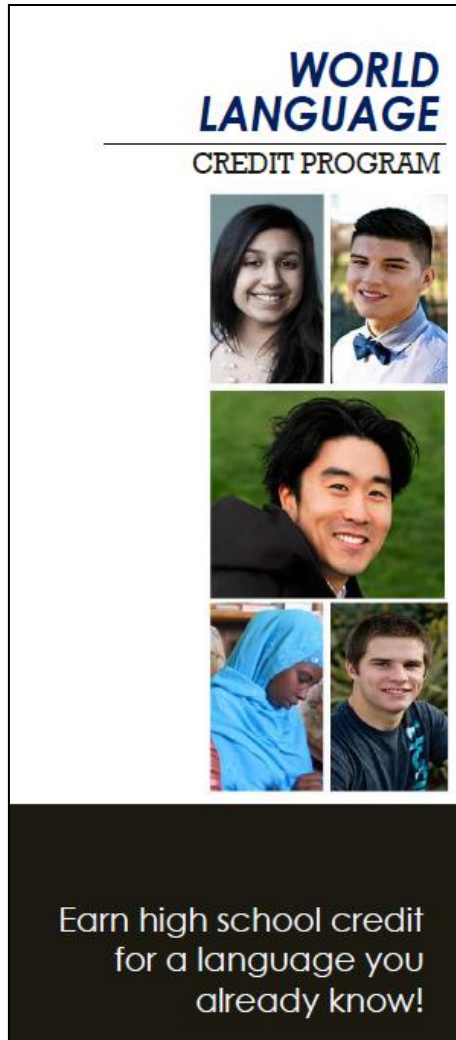


**Over 25,000 students!!!**

SOURCE: Washington Student Achievement Council and Road Map Project school districts



# Seal of Biliteracy & World Language Credit



**WORLD  
LANGUAGE**  
CREDIT PROGRAM

Earn high school credit  
for a language you  
already know!

The graphic features the 'WORLD LANGUAGE CREDIT PROGRAM' logo at the top. Below the logo are four small portrait photos of diverse students: a young woman with dark hair, a young man with a bow tie, a young man with dark hair, and a young man in a blue hoodie. At the bottom, a black box contains the text 'Earn high school credit for a language you already know!'.

Photo Courtesy: OSPI

Since implementation began in 2012:

- 2,300 Road Map students have tested
- 47 languages
- 7,271 credits
- Almost 75% of students tested earn three or four out of the possible four high school language credits

More information:

<http://www.k12.wa.us/worldlanguages/RoadMap/default.aspx>

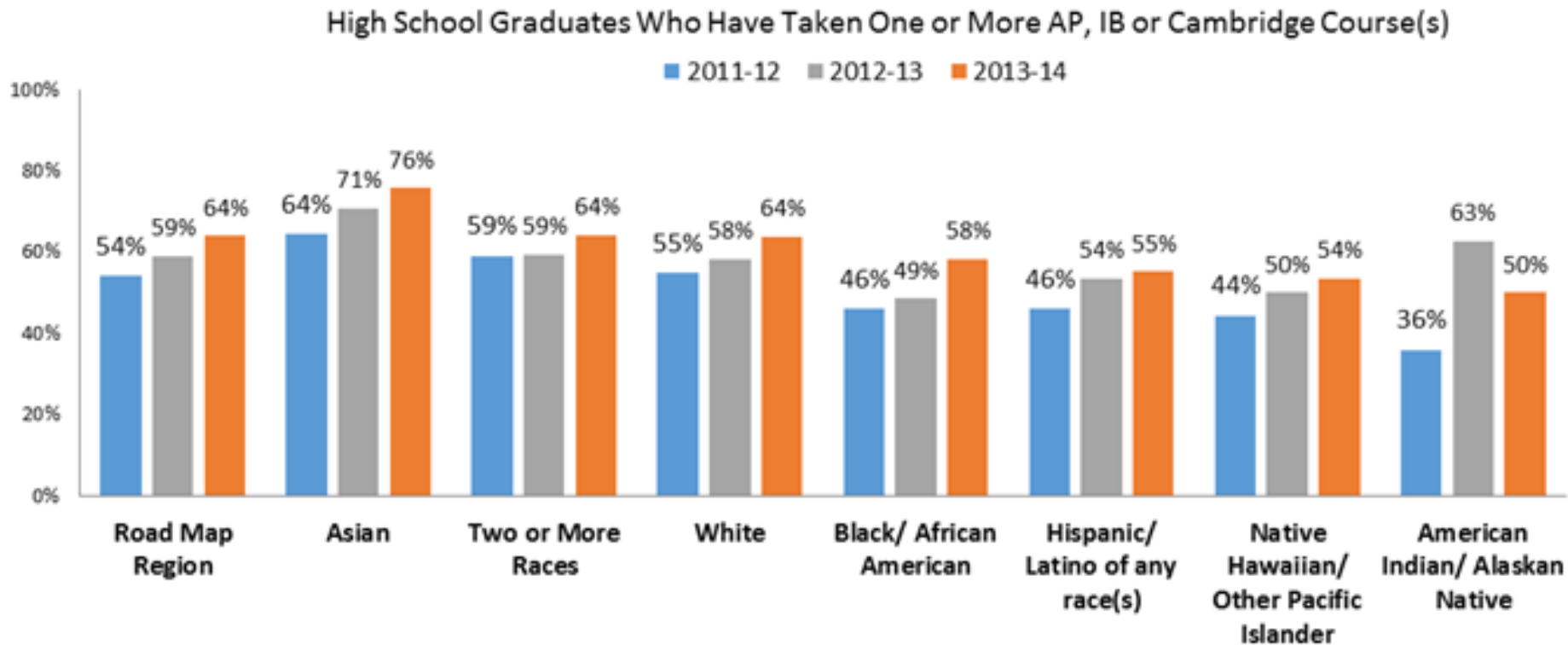
Video:

<https://www.youtube.com/watch?v=tgCMhiM1N-o>



# Rigorous Coursetaking

## High School Graduates Who Have Taken One or More AP, IB or Cambridge Course(s)



SOURCE: OSPI student-level database.





STREETLY GROUP.  
High, 44. Low, 37. > 838  
seattletimes.com/weather

WEDNESDAY, DECEMBER 12, 2012

# The Seattle Times

WINNER OF A 2012 PULITZER PRIZE



\$1.00

Independent and locally owned since 1861. 1 seattletimes.com  
1.8 million readers in Western Washington, in print and online

## Seattle, South End schools win race for \$40 million

FEDERAL GRANT WILL SUPPORT SWEEPING PROGRAMS FROM PRESCHOOL TO COLLEGE PREP

BY LINDA SHAW  
Seattle Times education reporter

Seven school districts in King County have won a four-year, \$40 million grant that will help them carry out a preschool-to-college plan that includes every-

thing from free college-admissions tests for all students to a summer reading program for the area's neediest children.

The U.S. Department of Education announced Tuesday that the seven districts' joint application

was one of 16 winners in the first Race to the Top competition, which was for school districts rather than states. They competed with 371 applicants from across the nation, some of which were groups of charter schools.

The King County group, which banded together three years ago to raise the number of students who

See > RACE, A6

U.S. still lags Asia on student test scores > A9

### The winning districts

Seattle Public Schools	Federal Way
Auburn	Kent
Highline	Kirkland
	Tukwila

"This wasn't about us chasing money randomly. This is what people say they actually want to do — and now we get to do it."

MARY JEAN KYN  
Catalyst who got the school districts' consortium started



Start Strong



STEM Strong



Stay Strong

Road Map Region

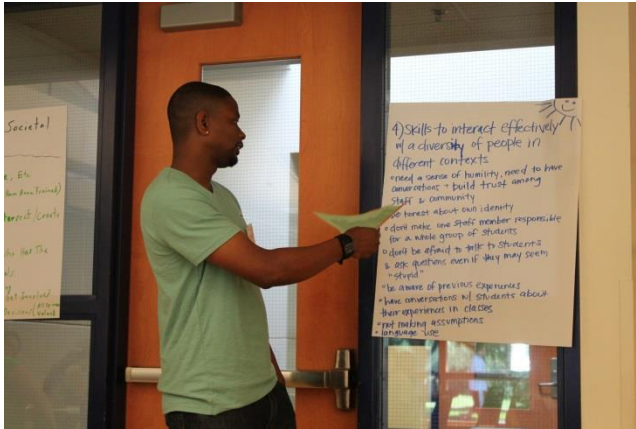
# RACE to the TOP

<http://roadmapracetothetop.org/>





# High School & Beyond Leadership Institute



# College Board Pathway

## Increase in SAT Test Takers Across Road Map Project Districts

	Baseline	Spring 2014 (Post RTT)	Percentage Increase
American Indian	37	82	122%
Asian	962	1357	41%
Black	385	635	65%
Hispanic	382	907	137%
White	1401	2131	52%
Other/No Response*	243	943	288%
All Students	3410	6055	78%

Note: Data excludes Seattle.

\* College Board does not allow a student to choose "multiracial," a large group of students. It's likely that many of these students are students of color.





# ROAD MAP to COLLEGE

## What is Road Map to College?

Road Map to College is an annual campaign of events in the Road Map Project region (Auburn School District, Federal Way Public Schools, Highline Public Schools, Kent School District, Renton School District, Seattle Public Schools, and Tukwila School District) that support students in navigating the college enrollment process.

<http://www.roadmaptocollege.org>



**DiscoverU**



**COLLEGE  
APPLICATION  
EVENTS**



**FINANCIAL AID  
EVENTS**



# Campaign Division of Responsibilities



## What is the difference between Road Map to College and the 12<sup>th</sup> Year Campaign?

### First, what are these?

#### *12<sup>th</sup> Year Campaign*

The 12<sup>th</sup> Year Campaign is a statewide campaign run by the Washington Student Achievement Council (WSAC) and encompasses both the American College Application Campaign and College Goal Washington. The focus of the American College Application Campaign is to help high school seniors navigate the college admissions process and increase the number of students (especially first-generation, low income and underrepresented students) pursuing a college degree or other higher education credential. College Goal Washington aims to provide support to students and families completing the FAFSA or the WASFA.

For more information, visit <http://www.readysetaroad.org/educators/grad/12th-year-campaign>.

#### *Road Map to College*

Road Map to College is an annual campaign of events in the Road Map Project region (Auburn School District, Federal Way Public Schools, Highline Public Schools, Kent School District, Renton School District, Seattle Public Schools, and Tukwila School District) that support students in navigating the college enrollment process. The Road Map to College campaign is organized by various partners and is comprised of DiscoverU, College Application Events and Financial Aid Events.

#### *College Application Events*

College Application Events take place from October to December and provide one-on-one support for high school seniors navigating the college application process. At these events, students receive help researching colleges, filling out applications, and drafting personal statements. Volunteers, including local college admissions officers, are on site to provide support with college applications and answer questions.

#### *Financial Aid Events*

Financial Aid Events take place from January to February and provide support to high school students and their families as they navigate the financial aid process. Students have the opportunity to work with trained volunteers and financial aid experts as they apply for scholarships and file the FAFSA or WASFA. Financial Aid Events are referred to as College Goal Sunday or College Goal Washington in the rest of the state. These events are referred to Financial Aid Events, rather than College Goal Washington/Sunday, to provide better insight into the event purpose and to allow for cohesive branding. All Financial Aid Event outreach materials will be co-branded with College Goal Washington.

For more information, visit <http://roadmaptocollege.org/>.

### And the difference is?

Road Map to College is the regional version of the 12<sup>th</sup> Year Campaign and is held in partnership with the Washington Student Achievement Council. These campaigns are different in the following ways:

- **Areas served-** Road Map to College serves the Road Map Project region and the 12<sup>th</sup> Year Campaign is statewide.
- **Format-** Road Map to College is comprised of after-school events whereas the 12<sup>th</sup> Year Campaign includes an in-school campaign (College Application Campaign) and after-school events (College Goal Washington)
- **Function of the planning team-** The Road Map to College planning team is able to support volunteer recruitment, provide a stipend for food/snacks, and provide additional support as needed (see event scheduling and site coordinator agreement form)

However, these campaigns are similar in that they both aim to support high school seniors through the college application and financial aid process. Therefore, the planning teams for both campaigns work closely, collaborate regularly and share resources in order to best support schools and students.





Oct. 13-17





# Puget Sound Coalition for College and Career Readiness



**PUGET SOUND COALITION for**

**COLLEGE & CAREER READINESS**

**FOR K-12 SUPERINTENDENTS AND COMMUNITY AND TECHNICAL COLLEGE PRESIDENTS**

K-12: Auburn Federal Way | Highline | Kent | Puget Sound ESD | Renton Seattle | Shoreline | Tukwila  
Community and Technical Colleges: Bellevue | Green River | North Seattle | Renton Technical | Seattle Central | Shoreline | South Seattle  
Contributing Partners: University of Washington | Community Center for Education Results | Office of Superintendent of Public Instruction

**Compact**

**Coalition Purpose**

The purpose of the Puget Sound Coalition for College and Career Readiness is to build a seamless transition from high school to college to career across the Puget Sound area. Our shared vision is to increase both the number and percentage of students that graduate from high school, enroll and persist in college and graduate from higher education able to secure a family wage job and/or career path.

We believe that postsecondary education is the best pathway out of poverty and that all students should have equitable access to pursue this opportunity. We are committed over the long term to lead for systemic change to ensure students' college and career readiness.

**The Compact**

We pledge to increase the numbers of students completing a high school diploma well-prepared for their lives after the twelfth grade. We promise to create an environment that supports their attainment of a postsecondary credential for those that go to our local community and technical colleges.

**Coalition Strategies**

- We are committed to collective action across the K-12 and postsecondary sectors to address educational opportunity gaps in measures of progress associated with student race, ethnicity, language and income, including:
  - Increase high school graduation rates;
  - Increase college going and persistence rates;
  - Decrease the number of students having to take developmental college courses; and
  - Increase college completion and job placement rates, with attention to family wage jobs.

COLLEGES	SCHOOL DISTRICTS
Bellevue College <i>David L. Rule</i> Dr. David L. Rule, President	Auburn School District <i>Dennis Kip Herreh</i> Dr. Dennis Kip Herreh, Superintendent
Green River Community College <i>Eileen Ely</i> Dr. Eileen Ely, President	Federal Way School District <i>Sally McLean</i> Ms. Sally McLean, Interim Superintendent
North Seattle College <i>Mary Ellen O'Keefe</i> Dr. Mary Ellen O'Keefe, Interim President	Highline School District <i>Susan Enfield</i> Dr. Susan Enfield, Superintendent
Renton Technical College <i>Steve Hanson</i> Mr. Steve Hanson, President	Kent School District <i>Edward Lee Vargas</i> Dr. Edward Lee Vargas, Superintendent
Seattle Central College <i>Paul Killpatrick</i> Dr. Paul Killpatrick, President	Puget Sound Education Service District <i>John Welch</i> Mr. John Welch, Superintendent
Seattle College District <i>Bill Wakefield</i> Dr. Bill Wakefield, Chancellor	Renton School District <i>Merrill Rieger</i> Dr. Merrill Rieger, Superintendent
Shoreline Community College <i>Darrell Campbell</i> Mr. Darrell Campbell, Interim President	Seattle School District <i>Jose Banda</i> Mr. Jose Banda, Superintendent
South Seattle College <i>Gary Oerli</i> Mr. Gary Oerli, President	Tukwila School District <i>Nancy Codgan</i> Dr. Nancy Codgan, Superintendent
<b>PARTNERS</b>	
Community Center for Education Results <i>Mary Jean Ryan</i> Ms. Mary Jean Ryan, Executive Director	Office of Superintendent of Public Instruction <i>Alan Burke</i> Dr. Alan Burke, Deputy Superintendent

<http://www.psesd.org/regional-initiatives/>



# High School to College Completion Advisory Group

## REVISED CHARGE

The Advisory Group is charged with monitoring and supporting Action Plan implementation to make sure it will achieve the Road Map Project's college readiness and postsecondary completion goals. The group will provide ongoing feedback to lead implementers of major action plan strategies and the Race to the Top Stay Strong team, and identify course corrections and new strategies/opportunities as necessary.

## TIMELINE

- Summer 2014—Began revising action plan
- Fall 2014—Postsecondary Success Committee meets
- November 2014—Approved revised action plan



# 2014 High School to College Completion Action Plan

## Priorities for work through 2015-16 school year:

- Early warning systems
- Increasing counselor capacity (role and ratio)
- High school and beyond planning
- College Bound Scholarship communications
- College Bound and State Need Grant advocacy
- Postsecondary guided pathways and planning
- Project Finish Line





# Priority Strategy Work Plan Template

Strategy:	
Reason:	

Work Plan				
Action	Outputs	Outcome	Key Implementer	Timeline

What does success look like?

Additional Information:	
Backbone Role:	
Funding:	
Legislative Mandates:	
Linkages to other work:	



# Advocacy



**College Bound Scholarship & State Need Grant Advocacy Day in Olympia**

Together, the College Bound Scholarship & State Need Grant have helped hundreds of thousands of Washington students obtain a college education. Come rally at the Capitol and talk to your legislators about the importance of these programs so we can secure the aid for future generations of students. It's FREE! Transportation, food and training provided!

**Tuesday, February 17, 2015 | 9:00am - 2:00pm\*\***  
State Capitol Building - Olympia, WA

Register at  
[washingtonproject.org/CollegeBoundDay](http://washingtonproject.org/CollegeBoundDay) by February 15

**Who should come?**

- Middle and high school students who are planning to sign up or have signed up for the College Bound Scholarship
- Current college students who have received the College Bound Scholarship or state financial aid
- Families of students who have the College Bound Scholarship or hope to access state financial aid
- DREAMers who plan to file the WWSA and receive State Need Grant funding
- Teachers, counselors, principals, youth workers or community members who are College Bound Champions

**It's FREE!!**  
Transportation, food and training provided!

\*\*All buses expected to arrive in Olympia by 9:00am; departure times vary

Contact Matt Wold (206) 200-8076, [wmold@washingtonproject.org](mailto:wmold@washingtonproject.org) or get more information at [www.washingtonproject.org/CollegeBoundDay](http://www.washingtonproject.org/CollegeBoundDay)

**STUDENTS & FAMILIES We Have You Covered!**



# Lessons Learned

- Early wins are critical and lead to subsequent work
- Data can be a powerful motivator
- Share bright spots and spread good work
- Know when to continue an activity/strategy and when to pull the plug
- MOUs are your friend
- Less is more



# Lessons Learned

- Having a leadership table where K-12 Superintendents and college presidents come together is valuable
- Build relationships, but also focus on role/organization representation not individual staff which can have high turnover
- Catalytic funding can support new work as it is being institutionalized
- Stay the course
- IS IT BEST FOR KIDS



# www.roadmapproject.org

Also visit to sign up for our e-newsletter



CONNECT WITH US!  

Join our email list

THE PROJECT | DATA CENTER | COLLECTIVE ACTION | GET INVOLVED | RESOURCES | NEWSROOM



### The 2014 Results Report is here!

The 2014 Results Report is the Road Map Project region's report card and contains data on important student success milestones. This year's report shows progress being made in the South Seattle and South King County region, but more work must be done to help all students succeed.

[LEARN MORE](#)



#### Get Engaged

Learn how you can get involved with the Road Map Project!

-  For Parents
-  Para los Padres de Familia
-  For Educators



#### Data Byte



**Rigorous Courses:** AP, IB and Cambridge course content is aligned to college standards, and new data show gains across ethnicities.



#### Bright Spot



**Brain-Building Moments:** Vroom aims to increase the quality and frequency of rich, responsive interactions between the parent and the child.

#### Race to the Top

Find out what we can do *together*.



**View Current Presentations & Materials**

 **Facebook**

Tuesday, February 24, 2015

